Townhill Community School

Putting children first

2024-2025 SDP theme: "Strengthen and embed"

Chair of Governors: Mrs Janet Chaplin

Headteacher: Mr Peter Owen

Deputy Headteacher: Mrs Leah Gadd

Assistant Headteacher: Mr Jonathan Stones

Local Authority School Improvement Advisor: Mrs Kerry Thomas

townhill.communityschool@swansea-edunet.gov.uk

SDP September 2024 to July 2025

Townhill Community School
SDP 2024-25

This document is based on *School improvement guidance: framework for evaluation, improvement and accountability 2022*

Contents	
School Vision, context and plan context	**Priority 1 -**
National Priorities Content	**Priority 2 -**
Grant Expenditure	**Priority 3 -**
Summary of Priorities for 2024/2025	**Priority 4 -**
The school improvement priorities for the 2 school years immediately proceeding the current school year	**Priority 5 -**
Ongoing Activities	**Summary of Professional Learning**
Review of previous year's priorities	**SDP checklist**

Townhill Community School
SDP 2024-25

Curriculum for Wales: The context for improvement. Vision for Successful Schools under the Curriculum for Wales

Learner Progress is central to the Curriculum for Wales, so progression needs to have similar importance within evaluation and improvement activities, and accountability processes. The School Improvement Guidance suggests that schools use the following 2 questions as a starting point for their improvement activities:

1. *Are learners progressing in the ways described in the principles of progression, supporting them to develop towards the four purposes?*

2. *Is the pace of learners' progress in line with the expectations of teachers and the curriculum?*

The new 'national priorities', which schools must have regard to when setting their improvement priorities, will be:

- *improving pupils' progression by ensuring their learning is supported by a range of knowledge, skills and experience*

- *reducing the impact of poverty on learners' progression and attainment*

To support schools to navigate this new context, eight contributory factors have been set out describing key attributes that schools that are successfully realising the curriculum will possess.

1. Enabling all learners, and in particular those from disadvantaged backgrounds, to progress along their own learning pathway and raise their aspirations to achieve their full potential; allied to a range of assessment approaches to understand and support this progress.
2. Co-constructing a curriculum, in line with the Curriculum for Wales Framework, which promotes a broad range of knowledge, skills and experiences (including social and interactional experiences) with a clear understanding of why these matter.
3. Ensuring the school environment supports learners' and practitioners' well-being.
4. Supporting practitioners' understanding of what works in curriculum design by investing in the enquiry and pedagogic skills of all staff.
5. Enabling ambitious professional learning for all practitioners in a school dedicated to being a learning organisation.
6. Embedding reflection, self-evaluation and improvement within schools, with good school leadership as a pre-condition for that.
7. Being at the heart of their communities - building better relationships between schools and families, communities and employers, to support and promote educational achievement and excellent employment, next steps education and training.
8. Listening to children and young people as they engage with their learning and supporting them in achieving their aspirations.

Townhill Community School
SDP 2024-25

School Vision, Mission, Aims and Values

Our **vision** is to be an **inspirational** organisation in which **every member** of the community feels a sense of **belonging** and **purpose** to **develop** their knowledge, understanding and skills to be **lifelong learners**

Our **mission** it to ensure **everyone** feels **valued**, **supported** and develops a **love of learning**, in order to set themselves **high standards** and **aspirational goals** to maximise their **potential**

Children

1. To come into an environment that is **inviting**, **safe**, **stimulating** and **nurturing to inspire learning**
2. To feel **included**, **heard**, **cared for** and **motivated** to learn
3. To love **challenge**, have **high expectations** and be **empowered** to achieve their **aspirations**

Staff and Governors

1. To ensure **everyone** feels **valued, cared for** and **supported**
2. To provide **opportunities** to **grow personally** and **professionally** and **help others** in their journey
3. To be able to **collaborate** with others to develop **innovative** and **inspirational** practice

Parents and the Community

1. To ensure **everyone** feels **welcome**, **valued** and has a sense of **belonging** in the school
2. To provide **learning opportunities** for all
3. To nurture an atmosphere of **mutual respect** between **all members of our community**

- In every decision, put the **children first**
- Show **respect**, be **inclusive**; **listen** to understand the views and opinions of all
- **Persevere** in the face of challenge; show **resilience** when dealing with adversity
- Be a **team**; put the needs of others before our own
- Show **kindness** and always act with **honesty** and **integrity**
- Ensure every day is a **fresh start** for all

Townhill Community School
SDP 2024-25

School Context

- 467 pupils aged 3-11 including 48 who attend the nursery class part-time (numbers at 20/09/24)
- Staffing: 22 Teachers, 30 Teaching Assistants, 1 FLO, 11 Agency Teaching Assistants, 2 Office Staff, 1 Caretaker, 5 Cleaners, 7 Kitchen staff, 10 Lunchtime Staff
- There are 19 classes, including 2 nursery classes and 2 STFs and The Brynbach (a pilot project run for the LA to support pupils across the cluster of schools with significant ALN)
- 11.3% A-E EAL, 11.1% A-C EAL (numbers at Plasc 2024)
- No pupils speak Welsh as their first language
- 54.7% eFSM (statutory school age only - numbers at Plasc 2024)
- 94.7% of pupils are in the 30% most deprived area in Wales (numbers at Plasc 2024)
- 93.2% of pupils are in the 20% most deprived area in Wales (numbers at Plasc 2024)
- Mobility (number of in year leavers and joiners) was last reported as 9.4% in 23/24 academic year (8.1% for Swansea).
- 24.9% ALN, (numbers at Plasc 2024) - Swansea 15.4%.
- Date of last inspection was February 2019
- Attendance 89.7% in 23/24, below the Swansea average of 91.8% for Swansea primary

TCS Overview of Self-evaluation		
Wellbeing, equity and inclusion	**Curriculum, Teaching and Learning**	**Vision and Leadership**
Strengths	**Strengths**	**Strengths**
The school is an **inclusive, caring community** where everyone's **well-being is a priority,** this is an exceptionally strong feature of the school's provision. Nearly all pupils settle into school life easily, due to the exceptionally supportive atmosphere	The school's **provision for learning** is good. Nearly all pupils have opportunity to access a **wide range of learning experiences**, which develop their basic skills effectively.	Leadership is distributed very well across the school. As a result, nearly all staff have been **empowered** to drive purposeful change and raise standards Leaders have **clear roles and responsibilities**, and develop an honest, open and **trusting team**

generated by leaders and staff. This contributes significantly to **pupils' engagement** in school and their **readiness to learn.** The school makes **effective provision for pupils with ALN** and utilises partnerships with external agencies well to ensure all pupils make good progress. Teachers adapt learning suitably to meet the needs of pupils with ALN. They deploy support staff appropriately to provide appropriate interventions to develop pupils' skills. The **school's STF is an outstanding example of ensuring pupils are included** in mainstream provision where opportunities arise to strengthen their sense of belonging. The school's **provision for pupils with emotional and behavioural difficulties is** excellent. A dedicated team support pupils with high quality intervention and ensure they are regulated for learning.	Many pupils seize the opportunities to **engage in a rich, authentic and dynamic curriculum,** including extra-curricular activities. Most pupils **make good progress** overall, including those with additional learning needs and those who are eligible for free school meals, despite nearly all pupils knowledge and skills **below those expected for their chronological age** when they enter the school. Teachers place **strong emphasis on promoting pupils' literacy and numeracy skills** across the curriculum through independent challenges and activities.	ethos. The wider staff feel **listened to** and **contribute positively** to the strategic direction of the school. Leaders set **high expectations** for staff and pupils and ensure that staff and pupils alike reflect on their learning to set appropriate targets for **personal improvement**. The principles of Schools as Learning Organisations underpin the school's strategic vision and ensure that **all stakeholders** are continually involved **in self-evaluation, planning for improvement** and engaging in **high quality professional development** to best meet the needs of the community. Nearly all staff **engagement in professional learning opportunities is of an exceptionally high level**, due to leaders developing a bespoke professional learning menu for both the school and cluster of schools. As a result, hundreds of staff from across the area have high quality, bespoke professional learning.
Areas for development	**Areas for development**	**Areas for development**
Develop effective **targeted and focussed ULP** and inclusivity across the school	Give **pupils a greater voice in planning** for authentic and purposeful learning experiences	Develop and strengthen the senior leadership team's understanding of non-curricular related leadership activities. For example, **health and safety, finance** and strategic use of assessment information.

Ensure **assessment systems** are used to monitor groups of learners and further identify pupil needs	Strengthen pupils' skill in using the **Welsh language** and understanding the culture of Wales	
Improve attendance for nearly all groups of learners	Work collaboratively with the cluster on the curriculum design process, to ensure coherence and subsidiarity	

Context of the School Development Plan

The School Development Plan has been created within the guidelines of the Framework for Evaluation, Improvement and Accountability

Information and Evidence for 'improvement planning' has been gathered and evaluated through honest, robust, evidence-based self-evaluation arrangements. All self-evaluation activities are stored on the school's sharepoint and are available on request. The 3 main purposes for the use of this information is for:

    Improvement – for the learner
    Accountability – for governance purposes
    Transparency – for the wider citizen – telling them how well the school is doing

This plan was written after consultation and input from the all stakeholders. The consultation was carried out through INSET days, questionnaires and school council meetings. Due regard is given to the school's comparative data and pupil outcomes when creating the plan.

The plan is formulated as part of the school's self-evaluation procedures. The duration of this plan is from September 2024 to July 2025. All grant funding referred to in this plan is to be spent by March 31st 2025 (unless grant provider allows carry forward).

The governing body will seek to meet the school improvement targets for the current school year by working with:

- Pupils at the school and their families; and
- People who live and work in the locality in which the school is situated

Governors will monitor the progress the school is making in meeting the agreed targets, where appropriate joining in self-evaluation activities, such as learning walks and book looks. Progress against the plan is reported in each Headteacher's Report to Governors and through the work of the various governor committees. The plan is reviewed and updated annually. Digital copies of the plan are given to the Governing Body and every member of school staff. A summary is available to other stakeholders on request.

Curriculum for Wales – the context for improvement

National Priorities

Content	Evidenced in SDP		Reference To Strategic Priority
Framework on embedding a whole-school approach to emotional and mental well-being	Yes	No	1 and 3
Cymraeg 2050: A million Welsh speakers	Yes	No	2
Additional Learning Needs and Education Tribunal (Wales) Act 2018	Yes	No	3
Supporting learner progression: assessment guidance	Yes	No	1 and 2

Grant Finance 2024-25

Townhill Community School
SDP 2024-25

Source of Funding	Purpose	Sum	SDP Priorities	Spent on
School Standards Grant	Ensure each pupil profits from excellent teaching and learning, focusing on • Improving Literacy • Improving Numeracy Breaking the link between disadvantage and educational attainment	£211,289	Priority 2 Priority 3	NB – All of the SSG for 2024 - 2025 is allocated to staffing the Foundation Phase
Pupil Development Grant	Reducing education inequalities and a focus on Equity and Wellbeing for every learner Breaking the link between disadvantage and educational attainment.	£327,390	Priority 2 Priority 3	KS2 TA staffing to support in group sizes Thrive staff, training and resources Trips and visits FLO role to engage families Reducing the impact of poverty TLR3
Curriculum Reform Grant	Continue the process of education reform, and ensure educational inequalities narrow and standards rise	£5,932	Priority 2	Releasing staff to attend courses and put together medium-term plans Develop a school tracking system to support groups of learners
Professional Learning	Release of teachers and TAs to engage in professional learning activities	£8,526	Priority 1 Priority 2 Priority 3	Leadership time for TLR2 and half termly for TLR3 to prepare focused PL activities for staff
Hwb Grant (ICT equipment)	Update and renew ICT hardware	£9,963.81	Priority 2	ICT hardware updated

Townhill Community School
SDP 2024-25

ALN Funding	Strengthen provision for specific interventions	£10,610	Priority 3	Interventions set up to provide targeted support for many groups of learners
FEO Grant	Employ an FEO to support families in better attendance	£2969.00	Priority 3	FLO employed to support vulnerable families and signpost to appropriate help to improve attendance and wellbeing
MEGRT	Provide specialist support for pupils with EAL and their families	£11,757	Priority 2 Priority 3	TA leading on developing provision for pupils with EAL Teacher given monthly release time to oversee EAL

Review of previous year's priorities

The table below sets out the school's summary for achieving the steps in the previous year's SDP. See previous SDP for comments against the progress made in each priority area.

Townhill Community School SDP Headline Priorities 2023-24	SLT Overall Summary RAYG					
	Au1	Au2	Sp1	Sp2	Su1	Su2
1. Vision and Leadership						
1.1 Draw upon contributions from the community and other partners to develop our vision for learning, teaching and the curriculum						
1.2 Support the wellbeing of all staff						
1.3 Establish and apply statutory policies and procedures around Health and Safety						
1.4 Use assessment information to support all pupils to make the progress of which they are capable in accordance with the principles of progression						
2. Curriculum						

Townhill Community School
SDP 2024-25

Priority	C1	C2	C3	C4	C5	C6
2.1 Engage families in education to strengthen our school-community partnership	orange	orange	yellow	yellow	green	green
2.2 Support the whole school community in understanding internet safety	red	orange	yellow	yellow	yellow	green
2.3 Continue to work collaboratively with our cluster in the curriculum design process	orange	yellow	yellow	yellow	green	green
2.4 The introduction of media literacy to boost engagement and develop 'short burst writing' opportunities	red	orange	green	green	green	green
2.5 To provide opportunities to develop Maths and Numeracy in the outdoors	red	red	orange	yellow	green	green
3. Learning and Teaching						
3.1 Continue to develop our vision for the teaching pedagogy to deliver a curriculum for the learners	orange	orange	yellow	yellow	green	green
3.2 Ensure pupil voice underpins authentic and purposeful learning experiences with a real-life context	orange	orange	yellow	yellow	green	green
3.3 Support learners to understand and use the Welsh language	red	orange	yellow	yellow	yellow	yellow
3.4 Introduce a 'grammar progression ladder' to exemplify expectations across the school	red	orange	yellow	green	green	green
3.5 To use the 'bar modelling' strategies to improve the standards in problem solving	orange	yellow	yellow	yellow	green	green
4. Wellbeing, Equity and Inclusion						
4.1 Ensure universal learning provision is delivered consistently through a targeted and more focused approach	red	orange	yellow	yellow	yellow	green
4.2 Meet the needs of pupils who are disadvantaged by poverty to ensure equity for all	orange	orange	green	green	green	green
4.3 Embed the RSE framework across the school	red	red	orange	yellow	yellow	green
4.4 Improve pupil attendance	yellow	orange	yellow	yellow	yellow	yellow
4.5 Achieve the *"Thrive Ambassador School of Excellence"* award	yellow	green	green	green	green	green
4.6 Develop knowledge and understanding of The Thrive Approach with parents and families	orange	yellow	yellow	yellow	green	green

Summary of priorities 2024/25

National priorities underpin our school development:

Townhill Community School
SDP 2024-25

- improving pupils' progression by ensuring their learning is supported by a range of knowledge, skills and experience
- reducing the impact of poverty on learners' progression and attainment

Code	Townhill Community School SDP Headline Priorities 2024-25	SLT Overall Summary RAYG					
		Au1	Au2	Sp1	Sp2	Su1	Su2
	1. Vision and Leadership						
1.1	Develop the leadership potential of others						
1.2	Develop our school ethos, environment and provision to support learners to be physically active and healthy						
1.3	Continue to use our vision of being a 'Community Focussed School' to underpin a shared sense of purpose across all aspects of our work						
1.4	Strengthen assessment to support learning and teaching						
	2. Curriculum, Learning and Teaching						
2.1	Improve reading and Phonic standards of all learners						
2.2	Embed the school's grammar progression ladder to improve writing.						
2.3	Engage parents and carers in their children's learning in school and at home						
2.4	Teach explicit vocabulary sessions to improve reading and writing						
2.5	Work collaboratively with cluster Maths and Numeracy leads in developing a shared understanding of progression						
2.6	Strengthen and develop provision for numeracy across the curriculum						
2.7	Monitor and assess digital competency across the curriculum						
2.8	Promote internet safety strategies for pupils and parents						
2.9	The agreed pedagogy of the 'Townhill Way' to continue to be developed across the school						
2.11	Quality assure our medium-term planning to ensure there is appropriate coverage and clear progression						
	3. Wellbeing, Equity and Inclusion						
3.1	Ensure universal learning provision is delivered consistently through a targeted and more focused approach						
3.2	Improve ALN tracking and record keeping						
3.3	Continue to raise overall school attendance						
3.4	Strengthen the contribution pupils make to safeguarding processes and systems						

Townhill Community School
SDP 2024-25

School improvement priorities for the next two academic years (2025-2027)	
Aspect	**Years 2 and 3**
Learning – Teaching and Curriculum	- Review curriculum coverage and explore What Matters Statements, reviewing planning accordingly eg relevance and progressive - Review independent learning – are we challenging pupils in independent learning opportunities enough? - Introduce 'Passport of Experiences' - Outdoor Learning – develop a policy setting out expectations for all year groups - Embed use of tracking and assessment tool - Continue to make learning environments a priority - Strengthen our provision for outdoor learning - Ensure our MAT pupils are consistently challenged - Provision for reading – specifically phonics in Foundation Phase - For links with organisations such as Gower College and links with businesses/charities (local and across Swansea) to be embedded, with opportunities for PS3 children to have work experience days - Embed opportunities for pupils to use AI to support them in their learning - Involving the community more in teaching and learning
Wellbeing / Care	- Strengthen ALN provision mapping - Continue attendance drive - ALN Support and provision. How to cater for the vast range of abilities within a year group - Strengthen intervention groups - Strengthen our UP strategies - More of a focus on how we can support children with additional learning needs. Providing support for teachers to ensure that all children are given the best opportunities to succeed. - Communication Broads to be used by everyone to support inclusion. - Continue to strengthen approach to staff wellbeing - Develop pupils' confidence in leading on some extra-curricular clubs - Strengthen the school's approach to Equality / Anti-Racism
Leadership	

	• Develop document to support the induction of new staff
	• Develop DHT and AHT in preparation for potential headship positions
	• Continue to develop role of parents in their children's education through e.g. workshops, volunteers and play
	• Strengthen community partnerships
	• Oversee new hall and MUGA area
	• Review current H&S, safeguarding procedures to ensure that they continue to meet requirements.
	• Update site security following new hall and MUGA

Priority 1 – *Leadership*

Desired Outcomes:
- Develop leadership at all levels to maximise its impact on school improvement
- Continue to develop effective systems, policies and procedures in the school to support the school's strategic vision
- Continue to implement programs that support parents and families, offering educational workshops, resources, and assistance to strengthen family involvement in education and community life
- Improve the school's provision for supporting well-being, equity and inclusion
- Promote good mental and physical health for the whole school community
- Continue to strengthen our school's vision of being a Community Focussed School
- Use assessment information to support all learners to make the progress of which they are capable in accordance with the principles of progression
- Strengthen partnerships with local businesses and institutions to provide children with real-world learning opportunities and career pathways

Lead Teacher/s: Pete O, Leah G, Jon S			**Link Governor:** Jan Chaplin					
Monitoring								
Strategic Steps	**Outcomes**	**Monitoring – How?** *(Lesson observations, learning walks, book looks, monitor planning, analysing data, listening to learners, stakeholder questionnaires)*	**Who? (Named)**	**When? (Dates)**	**RAYG Rating of outcome**			
					Au	**Sp**	**Su**	

Townhill Community School
SDP 2024-25

1.	**Develop the leadership potential of others**	Professional standards for teaching and leadership / assisting teaching are used to support effective performance of the workforce	Performance development records	Leah G	Oct 24 / Mar 25						
		Teaching staff and support staff with specific skills and expertise encouraged to contribute to the professional learning of staff within and beyond our school via the TCS / Cluster PLM	Professional learning records	Leah G	Termly						
		DHT and AHT increased knowledge of statutory policies and plans in preparation for potential headship positions	Professional learning records SLT meeting minutes	Peter O	Termly						
2.	**Develop our school ethos, environment and provision to support learners to be physically active and healthy**	Sensory garden developed in the middle yard, providing a suitable space for pupils to self-regulate	Listening to learners	Jon S	Dec 24						
		Operational plans developed for the redevelopment of the school canteen and hall	Meeting minutes	Peter O	Termly						
		MUGA pitch plans move forward with consideration given to all stakeholders having access	Meeting minutes Operational plan	SLT	Termly						
3.	**Continue to use our vision of being a 'Community Focussed School' to underpin a shared sense of purpose across all aspects of our work**	Increased parental engagement as many parents attend learning sessions / 'family book looks', community events and support sessions	Parent questionnaire	Kelly G	Termly						
		Continue to strengthen and embed 'Together Tuesdays, Family Thrive, Family Learning, TCS Family Room, the role of our FLO and Family Cooking sessions	Parent questionnaire	Kelly G Anna R Tess B Ceri T	Termly						
		Increased understanding of the 'world of work' through a 'Careers Day', inspiring them to think of their future aspirations	Listening to learners	Kelly G Anna R Tess B	Feb 25						
4.	**Strengthen assessment to**	New tracking system developed allowing teachers to assess whether a pupil is working at, below or	Data dig Planning check-in	SLT TLR2 leads	Half-termly						

support learning and teaching	above the expected standard for that year group in line with MTPs		IP								
	Tracking system is used during 'Pupil Progress Meetings' to ensure that support or challenge is targeted to individual pupils	Data-dig Book looks Pupil progress meetings records	SLT and all teaching staff	Nov 24 Mar 25 Jun 25							
	Assessment in learning journals are used to capture assessments, observations and reflections 'in the moment' with teachers then tweaking short term planning as a result	Assessment in learning journal book look	SMT Jon S Ian P	Nov 24 Mar 25 Jun 25							
	A range of emotional and mental well-being outcomes are monitored e.g. free school meals, ethnicity, attendance alongside progress	SLT meeting minutes Pupil progress meetings	SLT	Nov 24 Mar 25 Jun 25							
	Snapshot, formative assessments are used to refine pedagogy	Assessment in learning journal Assessment file monitoring Planning check-in	SLT IP	Monthly							
	Leaders make strategic use of data to plan for appropriate provision	SE records SLT minutes	SMT	Termly							
	Leaders provide GB with strategic data highlighting areas of strength and areas of development	GB reports GB meeting minutes	SMT	Termly							

Evidence-base – ***Why we have chosen to implement the actions outlined above?***

Developing leadership at all levels was a recommendation in our last Estyn inspection, in 2019. TCS is a learning organisation, we want our school to provide a learning offer for all our stakeholders, we have heavily invested in professional learning over the past two years to help us realise the new CfW and navigate change. We believe leadership development is important now more than ever. It's the key to future success and it supports the ability to motivate teams, unlock potential, and inspire ambition.

Creating **effective, inclusive and enabling learning environments** is something we are passionate about, we want our pupils to have access to top quality facilities in both the indoor and outdoor environment. This year we continue to move forward with plans to improve the dining facilities for our pupils, as well as the 'all weather' MUGA pitch. We hope these facilities will support the whole school community to become physically and mentally healthy.

Townhill Community School
SDP 2024-25

TCS is a **Community Focussed School.** We want to strengthen the way we respond to and act upon the views and actions of our community to ensure it underpins our ethos, our strategic vision and our work. Building a strong partnership with families, responding to the needs of our community and collaborating effectively with other services will enhance outcomes and raise aspiration for the children and families of Townhill.

Ongoing curriculum development at TCS has meant ongoing development of our assessment and tracking systems. The curriculum that we are developing recognises the importance of achievement, rather than attainment. We need to ensure our **use of data is instrumental in measuring and then monitoring the progress each cohort and each pupil is making** in their journey.

Resources	Costs	Professional Learning requirements	Costs
• Funding – grants/sponsorships, school budget allocation for community engagement activities • Partnerships with businesses, organisations, healthcare providers and higher education institutions • Facilities/venue – school place and access to public spaces for outreach activities • Training and own professional development • Communication platforms – ClassDojo/Facebook/leaflets created by children.	• £350	• Community partnership training – learn how to build and maintain partnerships with local businesses etc. • Cultural workshops – understanding the diverse cultural backgrounds within our community • Parent engagement strategies – linking with cluster schools/attend courses/speak to parents • Leadership Development Programmes – Partneriaeth • Performance Development – professional learning profiles / Professional Learning Menu / Cluster PLM	• £500

How can the wider community of the school support and enrich the priority?	What support do we need from others to realise this priority?
• By liaising with local businesses, community organisations, residents, healthcare providers, religious institutions, and volunteers can significantly enrich our priority of strengthening community links. By utilising their diverse resources and expertise, these groups can collaborate with the school to create a supportive and more inclusive environment for both children and their families. • Continue to work with the cluster through our professional learning menu – giving staff the opportunity to collaborate and innovate to support leadership development • Multi stakeholder involvement in MUGA pitch plans and operational plan for community use	• Develop relationship with new SIA – continue to evaluate the effectiveness of leadership at all levels • Engaging all stakeholders in the development of external facilities • Working with the cluster through the professional learning menu and in developing a shared understanding of progression • Seeking support from external services (Partneriaeth, leadership coach Geoff Creswell) • Continue to make links with schools beyond our cluster, e.g. Clwyd Primary re: CFS

Townhill Community School
SDP 2024-25

Priority 2 – *Curriculum, Learning and Teaching*

Desired Outcomes:

- Raise standards and accelerate pupils' progress in writing and reading, including that of our more able children, by improving the quality of teaching
- Further engage parents and carers in learning, both at home and during the school day
- Immerse pupils in a world of mathematics beyond 'the maths lesson'
- Strengthen our curriculum to ensure its design and delivery incorporates opportunities for the application of mandatory cross-curricular skills
- Work with staff beyond our school to develop a shared understanding of progression
- Develop TCS pupils to be as digitally competent, confident and safe using devices, as possible
- Strengthen the consistency of our agreed pedagogy 'The Townhill Way' in every year group unit
- Medium term plans to be completed to a high standard ensuring coverage and progression

Lead Teacher/s: Lisa E, Jon S, Kirsty B, Emma W			**Link Governors:** Jo Martin, Leanne Dower, Andrew Lewis					
Monitoring								
Strategic Steps	**Outcomes**	**Monitoring – How?** *(Lesson observations, learning walks, book looks, monitor planning, analysing data, listening to learners, stakeholder questionnaires)*	**Who? (Named)**	**When? (Dates)**	**RAYG Rating of outcome**			
					Au		**Sp**	**Su**
Improve reading and Phonic standards of all learners	RWI Refresher training delivered to all staff	Professional learning records	Lisa E	Nov 24				
	Increased staff confidence in delivering RWI	Staff questionnaire	Lisa E	Feb 25				
	RWI catch up groups delivered in YR 3/4	Learning walk	Lisa E	Jan 25				
	Most pupils leave Progression step 2 knowing Set 1,2 & 3 RWI sounds	Data dig	Lisa E	Jun 25				
Embed the school's grammar progression ladder to improve writing.	Staff understand the expectations in each progression step and teach appropriate grammar rules	Adds minutes Staff questionnaire	LLC Team	Oct 24				
	Pupils in PS 1/2/3 create a grammar poster displaying 'rules and reminders' appropriate to the year group	Lesson look	LLC Team	Dec 24				

	Most pupils apply grammar rules to their writing to make it stronger, clearer and more effective.	Book look	LLC Team	Apr 25							
Engage parents and carers in their children's learning in school and at home	Parents/ carers invited to attend welcome/RWI/reading meeting at the start of the academic year to set expectations	Parent attendance/Dojo	All staff	Sep 24							
	Parent/carers attend 'read with me' sessions with their children.	Parent questionnaire	Lisa E	Feb 25							
	Parent/carers access the oxford owl home learning programme.	Parent questionnaire	All staff	Jan 25							
	Parent volunteers attend story time (to read to the class) in Foundation Learning	Parent questionnaire	All staff	Apr 25							
	Parents attend 'Story time' event and take a free book home to share with their child	Parent questionnaire	Lisa E Kelly G Anna R Tess B Clare K	Nov 24							
Teach explicit vocabulary sessions to improve reading and writing	Teaching staff are trained on the Three Tier Framework	Adds minutes Professional learning records	Lisa E	Jan 25							
	Staff use a range of strategies to ensure pupils acquire and develop their vocabularies	Lesson look Listening to learners	LLC team	Jan 25							
	Most pupils develop their vocabularies and use new words in their writing.	Book look	LLC team	Apr 25							
Work collaboratively with cluster Maths and Numeracy leads in developing a shared understanding of progression	A progressive calculation policy for the four operations from PS1-PS4 developed with cluster M&N leads	Cluster meeting minutes	Emma W	Dec 24							
	Cluster wide questionnaire developed for all teaching/ non-teaching staff, identifying strengths and training needs	Meeting minutes Staff questionnaire	Emma W	Nov 24							
	All teachers adhering to calculation policy	Book look Listening to learners	Emma W	May 25							

18

Townhill Community School
SDP 2024-25

Strengthen and develop provision for numeracy across the curriculum	All staff have termly opportunities to identify where discrete skills could link with their topic	Planning check-in	Emma W	Dec 24							
	Nearly all pupils have weekly (minimum expectation) opportunities to apply discrete mathematical skills across the curriculum.	Book look	Emma W	Jan 24							
	Floor books evidence opportunities for Numeracy within the outdoor area and/ or real-life, world experiences	Book look	Emma W	May 25							
	Nearly all pupils in PS2/3 work with a financial institution to develop their financial literacy skills	Pupil questionnaire	Emma W	Feb 25							
Monitor and assess digital competency across the curriculum	DCF training delivered to teachers in new staff/ new staff in year groups ensuring expectations for progression steps	Professional learning records	Kirsty B	Oct 24							
	Simple system to assess DCF across the school is developed alongside assessment lead	Meeting minutes	Kirsty B Ian P SLT	Non 24							
	Planning of DCF is monitored through MTPs, weekly planning and DCF spreadsheet	Planning check-in	Kirsty B	Nov 24 Mar 25 Jun 25							
	Pupil work is monitored through Hwb, class books and floorbooks	Book look	Kirsty B	Termly							
Promote internet safety strategies for pupils and parents	To work with the school community team to support regular internet safety sessions for parents	Parent questionnaire	Kirsty B Kelly G Anna R Tess B	½ termly sessions?							
	Digital leaders effectively promote internet safety across the school	Meeting minutes Pupil questionnaire	Kirsty B	Fortnightly meetings							
	E-safety group evaluate the school's current esafety measures, using Hwb's 360 safe tool	Meeting minutes	Kirsty B Leah G	Monthly meetings							

			Jeni J Emma B Anna R Gina W								
	E-safety group identify and implement steps for improvement, using Hwb's 360 safe tool	E-safety action plan	Kirsty B E-safety team	Monthly							
The agreed pedagogy of the 'Townhill Way' to continue to be developed across the school	Agreed areas of continuous provision (progressive-N to Y6) form part of TCS Learning and Teaching policy	Learning walk	Leah G Jon S	Dec 24							
	Every year group has the agreed continuous/enhanced provision areas set up to a high standard	Learning walk	Leah G Jon S	Jan 25							
	Nearly all pupils can articulate how they make use of the areas within the classroom and what the expectations are within them	Listening to learners	Leah G Jon S	Jan 25							
	A continuum of fifty 'experiences and skills' is developed across the school	Adds minutes SLT – curriculum meeting minutes	Jon S	Jan 25							
Quality assure our medium term planning to ensure there is appropriate coverage and clear progression	INSET time given to staff for refining medium term plans, ensuring they are completed to a high, meaningful and useful standard	Planning check-in	Leah G Jon S	Jan 25							
	Autumn, spring and summer medium term plans are quality assured by SMT and AoLE leads to ensure coverage and progression	Planning check-in	SMT and AoLE leads	Mar 25							
	Ensure MTPs are reflective of learning and teaching within the classroom	Planning check-in Book look	SLT and AoLE leads	Jun 25							
	Assessments are planned for in advance, with teachers carefully considering the 'best fit' assessment activities to capture progress and achievement	Planning check-in Assessment file monitoring	Jon S Ian P	Termly							
Evidence-base – *Why we have chosen to implement the actions outlined above?*											

20

Townhill Community School
SDP 2024-25

Literacy in education is the foundation for all other academic knowledge and skills. **Learning to read with comprehension and write effectively** opens the door to shared knowledge, understanding, communication and critical thinking. Similarly, **we use maths in every aspect of our lives** at work and in practical everyday activities at home and beyond. We use maths when we go shopping or plan a holiday, decide on a mortgage or decorate a room. Research shows that **good numeracy is the best protection against unemployment, low wages and poor health.** Decisions in life are so often based on numerical information; to make the best choices, we need to be numerate. Many children enter TCS far below the expected level in both Mathematical Development and Language, Literacy and Communication at Baseline, therefore **raising standards in basic skills** is always a priority for us.

Being a **Community Focussed School** is part of our vision at TCS. We recognise that there are barriers to **engaging our families** in their children's learning. Research shows that meaningful family engagement positively impacts across all outcomes and therefore we will continue to move forward with consistency and ambition to improve in this area.

In a world where future jobs are yet to be envisaged, no school can prepare their children for specific roles in the world to come. However, we are confident that young people will need to be **digitally competent** to have the best possible chance to excel and achieve along their chosen career pathway. This doesn't come without it's challenges, with more and more pupils having access to digital devices and social media platforms outside of the school day. We recognise our responsibility in equipping pupils with the necessary skills, knowledge and attitudes to make **informed and sensible choices and decisions in order to be safe online**.

We continue to develop an authentic curriculum at TCS with **a 'signature' pedagogy for TCS,** combining theoretical and practical knowledge with careful judgement about what is required to promote effective learning in specific contexts. We recognise that assessment is integral to good teaching and have used the opportunity afforded by the curriculum reform to strengthen our existing good practice and worry less about summative data for external accountability but rather, how assessment can play a formative role in improving teaching and helps pupils better understand their learning. We want to support teachers to think more carefully about how their **assessment practices identify the progress pupils are making** across the curriculum and how their **teaching can be adjusted in response to this information.**

Resources	Costs	Professional Learning requirements	Costs
- New coding equipment for Early Years TBC - RWI / Oxford Owl membership renewal - RWI phonic cards and resources - Class budgets for resources within continuous provision - Flyers / leaflets and ClassDojo to reach out and engage parents - Social media platforms – Facebook and Twitter	• **£750**	- RWI training / refresher for new staff through our TCS Professional Learning Menu - Adds time – DCF mapping and update - Coding training (Kirsty B) - Foundation Learning modules – WG catch up for new staff / staff on MAT leave - Cluster network meetings / support from LA Maths specialist	• **£200**

Townhill Community School
SDP 2024-25

How can the wider community of the school enrich the priority?	What support do we need from others to realise this priority?
- Continue to share strengths, skills and expertise within our cluster through the Cluster PLM - Connect with a financial institution to support financial literacy skills - Link with local businesses and higher education institutes as part of CFS vision - Develop cluster working groups to share planning and progression mapping - Encourage parents and carers to engage with learning opportunities to support their children (Together Tuesdays, Family Learning, Stay and Play etc.)	- Share skills and expertise with TRP – Cluster PLM - Support from school staff to make community links and connections - Use Pheonix Centre to promote TCS - Partneriaeth – Maths and Literacy specialist support - Staff engaging in professional research through performance development

Priority 3 – *Wellbeing, equity and inclusion*

Outcomes:
- Ensure we are effective in delivering provision that supports well-being, equity and inclusion for all
- Strengthen Universal Learning Provision to ensure bespoke adjustments are made to support learners within the classroom
- Improve ALN tracking and record keeping to ensure staff are able to select, implement and evaluate intervention strategies within the classroom
- Improve attendance to ensure that learners have equitable access to learning experiences and resources
- Ensure the pupils voices are heard when planning to safeguard the whole school

Lead Teacher/s: Emma Bu, Hannah E, Anna Ruscitto | **Link Governors:** Janet Chaplin, Cyril Anderson

Monitoring

Strategic Steps	Outcomes	Monitoring – How? *(Lesson observations, learning walks, book looks, monitor planning, analysing data, listening to learners, stakeholder questionnaires)*	Who? (Named)	When? (Dates)	RAYG Rating of outcome		
					Au	Sp	Su
Ensure universal learning provision is delivered consistently through a targeted and more focused approach	Staff to identify and reflect upon ULP strategies for pupils within their class	Adds minutes	Hannah E Emma Bu Ceri T	Sep 24			
	Identified ULP strategies are implemented in class	Learning walk	ALN team	Nov 24			
	Nearly all staff confident in delivering ULP in their setting	Staff questionnaire	Hannah E Emma Bu	Jun 25			

Townhill Community School
SDP 2024-25

	Nearly all staff understand the graduated response to ALN	Staff questionnaire	Hannah E Emma Bu	Mar 25						
Improve ALN tracking and record keeping	New ALN tracking tool is used by the ALNCo to record all ALN in the school	Data dig	Hannah E Emma Bu	Apr 25						
	Nearly all staff are using ULP checklists to keep track of ULP in their classrooms.	Learning walk	ALN team	May 25						
	Nearly all staff are completing 'first concerns' to keep track of ULP in their classrooms.	Learning walk	ALN team	Jun 25						
	Whole school tracking system to be kept up to date by all staff	Data dig	SLT ALN team	Termly						
Continue to raise overall school attendance	Pupils with poor punctuality and heightened anxiety due to late arrival receive targeted and bespoke support	Parent questionnaire MyConcern records	Anna R Thrive Team	Ongoing						
	Term-time holidays are discouraged through an improved holiday request pack and follow up telephone calls	MyConcern records	Anna R	Ongoing						
	Strong collaboration between FLO/EWS/EWO to target pupils with under 90% attendance	MyConcern records Meeting minutes	Anna R	Fortnightly						
	Registers are marked/updated regularly with absence reasons tagged appropriately	SIMS	Anna R Office staff	Daily						
	All admin staff are trained appropriately on SIMS and feel confident making 'first day absent' calls to pupils	Professional learning records	Anna R	Dec 24						
	Attendance priority list is created and shared with relevant staff	Meeting minutes	Anna R	Monthly						
	Well-being calls are targeted to vulnerable families	MyConcern records	Anna R	Weekly						
Strengthen the contribution pupils make	Safeguarding Ambassadors are established to ensure pupil voice underpins safeguarding systems within our school	Meeting minutes Listening to leaners	Anna R	Termly						

Townhill Community School
SDP 2024-25

to safeguarding processes and systems									

<table>
<tr><td colspan="2" style="background-color:#f5d6b8">Evidence-base – <i>Why we have chosen to implement the actions outlined above?</i></td></tr>
</table>

At TCS, we strongly believe that the **learning environment is pivotal to every child's success** and it is the responsibility of all teachers and staff within our school to make learning and the environment as accessible as possible for all learners under **Universal Provision**. We are proud of the progress we have made so far, but we want to continue to develop effective targeted and focussed ULP and inclusivity across the school and ensure assessment systems are used to **monitor groups of learners** and identify pupil need.

Improving attendance to school is an ongoing priority for us, despite attendance improving in 2023/2024. We believe that attendance to school is crucial to prepare young people for successful transition to adulthood, and to support their longer term economic and social participation in society.

We are committed to listening to the views, wishes and experiences of all children and young people in our school, across all aspects of school life. In a recent **safeguarding** audit, action to **enhance pupil voice** was identified as an area of development, We recognise the need for all professionals working with the pupils of TCS to understand their lived experiences, hear their views about their lives and circumstances, and then take effective action to support and safeguard them.

Resources	Costs	Professional Learning requirements	Costs
• Attendance incentives: Family vouchers for activities e.g. trampoline park/day trips as incentives for improved attendance/family engagement. • Improved 'holiday request' booklet • ALN record keeping tool • ULP resources as identified through the checklist	**£1500**	• Safeguarding Level A,B,C and D (Whole staff – A, Tess and Ceri B and C, SLT – D) • Invisible Walls Accord training for all staff • Attention Autism – Becky Colman • Professional Learning Menu – Signalong / Using Communication Boards • Diabetic Nurse – supporting children with Diabetes in the classroom • ALN menu – as appropriate • Manual Handling training	**£1000**

How can the wider community of the school support and enrich the priority?	What support do we need from others to realise this priority?
External agencies/supportive services to deliver free sessions within the school/parenting workshop Chair of Governors to be included in the development of "safeguarding ambassadors".	

Townhill Community School
SDP 2024-25

Summary of Professional Learning

The school, in consultation from the governing body have developed a professional learning offer for all staff, both in the school and in the cluster of schools. The menu has been developed in order to meet the school's current improvement targets and the bespoke needs of individual staff.

Date	Day	Activity	School	Leader
23/10/2024	Wednesday	Supporting Pupils with Diabetes (for beginners)	TCS	Kathryn Jones
07/11/2024	Thursday	How to Effectively Plan a Science Investigation at Upper KS2	DTCS	Dave Griffiths
12/11/2024	Tuesday	Effective use of Adobe software	DTCS	Matthew Hare
13/11/2024	Wednesday	Supporting pupils with language and communication difficulties	DTCS	Gabriella Heinrich
14/11/2024	Thursday	Coaching and Mentoring	TCS	Peter Owen and Leah Gadd
21/11/2024	Thursday	Coaching and Mentoring	TCS	Peter Owen and Leah Gadd
27/11/2024	Wednesday	Consistency in Behaviour Management	DTCS	Ashley Payne
28/11/2024	Thursday	Artificial Intelligence (AI) in the Classroom	Christchurch	Laura Williams
14/01/2025	Tuesday	Welsh Surgery with Welsh in education Officer	TCS	Nerine Griffiths
15/01/2025	Wednesday	Developing Pupil Voice	TCS	Jon Stones
21/01/2025	Tuesday	Developing a Whole School Approach to Managing Behaviour and Relationships	TCS	Ceri Totty
22/01/2025	Wednesday	Understanding behaviours of concern	TCS	Early Help Hub
28/01/2025	Tuesday	Slot Drillio	Gendros	Rachel Roberts
30/01/2025	Thursday	Using Seesaw - beginners to intermediate	Sea View	Amy Wilcox
03/02/2025	Monday	Using Visual Resources to Support Social Communication Difficulties	TRP	Hannah George and A. Beck
05/02/2025	Wednesday	Cold and Hot Write- Genre Writing	Gendros	Becky Gore
11/02/2025	Tuesday	Developing the Enabling Environment	TCS	Leah Gadd
13/02/2025	Thursday	How to effectively carry out and evaluate a science investigation at Upper KS2	DTCS	Dave Griffiths
19/02/2025	Wednesday	Preparing pupils with ALN for secondary school education	DTCS	Gabriella Heinrich
19/02/2025	Wednesday	Awareness to Attachment	TCS	Early Help Hub
04/03/2025	Tuesday	Teach for Purpose Taster	TCS	Jenna Gravelle
05/03/2025	Wednesday	Menopause Matters	Gendros	Nicola Lockhart
06/03/2025	Thursday	Lego Therapy	Gendros	Meg Collins
11/03/2025	Tuesday	Boomwhackers – playing and composing with Tuned Percussion Tubes	TCS	Jeni Jones

11/03/2025	Tuesday	Impact of Parental Incarceration and Prison awareness	TCS	Julie Jones (Invisible Walls)
12/03/2025	Wednesday	Consistency in Behaviour Management	DTCS	Ashley Payne
17/03/2025	Monday	Developing understanding of effective sensory circuits	TRP	Hannah George and A.Beck
18/03/2025	Tuesday	A Holistic Approach to Safeguarding	TCS	Anna Ruscitto
19/03/2025	Wednesday	ACEs - Adverse Childhood Experiences	TCS	Early Help Hub
25/03/2025	Tuesday	Teach for Purpose Taster	TCS	Jenna Gravelle
27/03/2025	Thursday	Using Picture Books in RSE	Sea View	Glyn Tiltman and Sian Davies
31/03/2025	Monday	Understanding the POPs to increase learner effectiveness	TRP	Beth James and Hannah George
01/04/2025	Tuesday	Schools of Sanctury and Peace Mala	Christchurch	SJ Herbert
02/04/2025	Wednesday	Apps across the Curriculum	Gendros	Steph Evans
08/04/2025	Tuesday	Welsh Surgery with Welsh in education Officer	TCS	Nerine Griffiths
29/04/2025	Tuesday	Teach for Purpose Taster	TCS	Jenna Gravelle
07/05/2025	Wednesday	Becoming a better middle or senior leader	TCS	Kerry Thomas
14/05/2025	Wednesday	Bringing the Outdoors in	TCS	Jon Stones
20/05/2025	Tuesday	Effective use of Adobe software	DTCS	Mathew Hare
22/05/2025	Thursday	Anti Racism Research Project	GCS	Fiona Darby
05/06/2025	Thursday	Inspection Feedback (the new framework)	GCS	Fiona Darby/Lucy Rowden
10/06/2025	Tuesday	Signalong with Sian Mitchell Specialist Teacher for Speech, Language and Communication	TCS	Sian Mitchell
17/06/2025	Tuesday	Curriculum Design - Planning a coherent curriculum	TRP	Beth James

In addition, the school has further in-house PL, ADDS sessions, INSET days and online training.

26

Townhill Community School
SDP 2024-25

SDP Checklist

SDP requirement	Comments
Does a clear vision set the context for the SDP? In order for the school to make sustained improvements and move forward, it needs to have a clear purpose that is shared and understood by all. In setting its vision, a school should consider the context in which it operates and agree a vision that is both motivational and achievable, and is underpinned by solid practical strategies. This overview should cover learner progress and well-being, and other issues reflected in the 3 overarching areas for self-evaluation set out in this guidance:- • *Vision and Leadership* • *Curriculum, Teaching and Learning* • *Wellbeing, equity and inclusion*	The school's vision, mission, values and aims are shown on page 3. The whole-school approach to well-being is feathered through aspects of the SDP, specifically priority 4. The school's SDP has been guided by the National Resource prompts and is set against 4 major areas, • *Vision and Leadership* • *Curriculum* • *Teaching and Learning* • *Wellbeing, equity and inclusion*
In drawing up the SDP, has school performance information been considered? Learner Progress is central to the Curriculum for Wales, so progression needs to have similar importance within evaluation and improvement activities, and accountability processes. The School Improvement Guidance suggests that schools use the following 2 questions as a starting point for their improvement activities:- 1. ***Are learners progressing in the ways described in the principles of progression, supporting them to develop towards the four purposes?*** 2. ***Is the pace of learners' progress in line with the expectations of teachers and the curriculum?***	The rationale for each priority explains what has been considered.
National priorities in regulations are: - **improving pupils' progression by ensuring their learning is supported by a range of knowledge, skills and experience** - **reducing the impact of poverty on learners' progression and attainment**	The school has taken into account national priorities. Improving pupils' progression by ensuring their learning is supported by a range of knowledge, skills and experience

	reducing the impact of poverty on learners' progression and attainment – see Priorities 1.4, 2.3, 3.4, 4.1 There are also dedicated priorities for reducing the impact of poverty and implementing a whole-school approach to well-being – see Priority 4.2
Is there evidence of monitoring, review and revision of the SDP? Is it a live document? How are revisions reported?	Each current priority has half-termly RAYG rating and staff use the comments tool to write a live, informal commentary against progress made
Consultation In preparing or revising a school development plan the governing body must consult: (a) the head teacher of the school (if that person is not a member of the governing body); (b) registered pupils at the school; (c) parents of registered pupils; (d) school staff; and (e) such other persons as the governing body considers appropriate.	The school's self-evaluation processes draw on the findings of all stakeholders to support the process of improvement planning.
Professional development strategy Details of the governing body's strategy for the current school year as to how it will further the professional development of staff at the school in order to meet the school improvement targets. Does it include all staff and leadership development? It will provide a context for the performance management process for all staff. How does the school use the professional standards?	Each priority lists professional learning required to realise it and this is combined in a summary towards the end of the plan. The school uses the professional standards to support staff in driving their own professional development and in performance development.
Working with the community Details of how the governing body will seek to meet the school improvement targets for the current school year by working with parents/carers of learners at the school, local residents, other schools, agencies and businesses, in seeking to achieve the school improvement priorities.	Each priority considers how the community can contribute to its realisation.

	The professional learning of staff has been organised by TCS, however is though the community of cluster of schools.
School staff and school resources How the school deploys its staff and other resources including, but not limited to, funding, equipment, school buildings and grounds. Details of how the governing body will make best use of the: (a) current school staff and school resources (including its financial resources) to meet the school improvement targets for the current school year; and (b) school staff and school resources (including financial resources) the governing body anticipates will be available to it to meet the school improvement targets for the next 2 school years immediately proceeding the current school year.	Staff roles and responsibilities are clearly indicated along with costs of staff activity and resources.
Previous targets A brief statement setting out the extent to which the school improvement targets for previous school year were met and where they were not met fully a brief explanation as to the reasons for that failure. Schools should evaluate the effectiveness of targets that have been achieved, in terms of raising standards and improving outcomes for all learners. Schools should always ask these questions:- *1a. Are learners progressing in the ways described in the principles of progression* *1b. and is that progression supporting them to develop towards the four purposes?* *2. Is the pace of learners' progress in line with the expectations of teachers and the curriculum?*	A review of the previous priorities is included. The school's commentary of the previous targets is embedded in the previous document, using the comments tool.
Clearly sets out actions the school will take in order to achieve its targets.	Each priority lists actions and offers an opportunity for the school to signpost evidence that informed the inclusion of said actions.
Clearly sets out expected outcomes as a result of achieving those targets. Outcomes should focus on the core purpose of school development planning, raising standards and improving outcomes for all learners.	Each priority considers what success will look like.

Clear success criteria and milestones against which intended improvements can be evaluated.	Success criteria (see above). Milestones included in actions.
The school improvement priorities for the current school year. The school improvement priorities for the 2 school years immediately proceeding the current school year. Refresh improvement priorities at least annually, but take account of the impact of self-evaluation and new information on priorities throughout the year.	High-level priorities for years 2 & 3 are articulated within the plan.
Publish the plan by providing copies to each member of the governing body and school staff.	All staff and governors have received a copy. The summary of the plan is published on the school's website.
The Governing Body must make a summary copy of the school development plan available via the School Governors Annual Report (in line with Regulation 11 of the School Development Plans) The school should publish the summary copy on its website. The summary should include: -a 1-page overview of the conclusions or findings of the school's self-evaluation, communicating the school's main strengths and areas for development, providing the context to parents and carers for the school's improvement priorities and planned actions. This overview should cover learner progress and well-being, and other issues reflected in the 3 overarching areas for self-evaluation set out in this guidance (vision and leadership; curriculum, learning and teaching; well-being, equity and inclusion). It will be informed by schools' understanding of the 8 contributory factors for successful curriculum realisation -high level improvement priorities; planned actions to achieve those priorities; and relevant milestones -external support the school will access to help it achieve its improvement priorities during the current academic year (including support provided or brokered by regional consortia) -a report on progress against the previous year's priorities	

Additional Information from School Improvement Guidance
Contents of a School Development Plan
As set out in Annex B : The Education (School Development Plans) (Wales) Regulations 2014 - Schedule

30

Townhill Community School
SDP 2024-25

SDP Requirements		
School Improvement Priorities 1. The school improvement priorities for the current school year. 2. The school improvement priorities for the 2 school years immediately proceeding the current school year. 3. In setting the school improvement priorities the governing body must take account of the national priorities *- improving pupils' progression by ensuring their learning is supported by a range of knowledge, skills and experience* *- reducing the impact of poverty on learners' progression and attainment*		
School improvement targets, expected outcomes and strategy A brief statement setting out the school improvement targets and expected outcomes and the governing body's strategy to meet those targets.		
Professional development strategy Details of the governing body's strategy for the current school year as to how it will further the professional development of staff at the school in order to meet the school improvement targets.		
Working with the community Details of how the governing body will seek to meet the school improvement targets for the current school year by working with— (a) pupils at the school and their families; and (b) people who live and work in the locality in which the school is situated.		
School staff and school resources Details of how the governing body will make best use of the— (a) current school staff and school resources (including its financial resources) to meet the school improvement targets for the current school year; and (b) school staff and school resources (including financial resources) the governing body anticipates will be available to it to meet the school improvement targets for the next 2 school years immediately proceeding the current school year.		
Previous targets A brief statement setting out the extent to which the school improvement targets for the previous school year beginning with school year 2015 to 2016 were met and where they were not met fully a brief explanation as to the reasons for that failure.		

PRESS **Ctrl** + **Home** TO GO TO TOP OF DOUMENT